**PDE Core (C) & Corollary (CL) Standards for Principals Addressed in this Course**

**C 1. The leader has knowledge and skills to think and plan strategically, creating an organizational**

**vision around personalized student success.**

1. Understands major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy.

**C 2. The leader is grounded in standards-based systems theory and design and is able to transfer**

**knowledge to his/her job as an architect of standards-based reform in the school.**

E. Understands current research and strategies on school reform and school design models.

**C 3. The leader knows how to access and use appropriate data to inform decision-making at all levels**

**of the system.**

1. Understands the critical role of data in informing decisions, setting targets, and interpreting results for learning.

E. Understands how to use data from many sources reported in multiple formats to improve student

achievement. Examples of various data categories would include: demographics, student

achievement and learning, school processes, perceptions.

**CL 2. The leader manages resources for effective results.**

C. Knows how to assess, hire, assign, support and retain highly qualified and effective staff

consistent with district strategic plan, core beliefs, and research based practice

**CL 3. The leader collaborates, communicates, engages, and empowers others inside and outside of**

**the organization to pursue excellence in learning.**

1. Understands and accepts the role of the leader in creating and maintaining an effective learning culture.
2. Knows how to effectively communicate including writing, speaking, listening and possesses cultural literacy to communicate across groups
3. Understands empowerment and how the formal and informal governance structures relate to satisfaction, performance, and engagement

**CL 5. The leader advocates for children and public education in the larger political, social, economic,**

**legal, and cultural context.**

B. Understands how to communicate with and educate all decision makers inside and outside the

school community in order to operate schools on behalf of students and families

**SP 2. Prevention and Early Intervening**

5. Implement an integrated system of assessment and data collection for identification of students

struggling to meet academic and behavioral expectations.

6. Monitor students’ learning rates and levels of performance and use that information in ongoing

problem solving and decision making.

7. Determine which students need additional help regarding the intensity and likely duration of

interventions, based on each student’s response to instruction across multiple tiers of intervention.

9. Demonstrate evidenced-based practices for use in both the special and regular education settings

in the school.

**SP 3. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings**

8. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse

needs of students with disabilities.

**ED 592 A Student Learning Objectives & Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

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| **Student Learning Objectives**  **The students will:** | **PDE Certification Competen-cies**  *(Core [C]& Corollary [CL] Standards* | **Evidence of Learning**  **~ Key Instructional Assignments, Activities, or Assessments~**  **Note: Due to the unique needs of each internship school site, evidence may vary but all candidates must complete E1.** |
| Utilize the current research and strategies on school reform and school design models to overcome challenges that schools face. | C1-A  C2- E | E1 Action-based research project  E2 Development and implementation of a curriculum project  E5 Case study |
| Use data from multiple sources and in various formats to inform decisions, set targets, and interpret results to improve student achievement. | C3- A  C3-E | E1 Action-based research project  E2 Development and implementation of a curriculum project  E4 Multiple measures of data project |
| Assess, hire, assign, support and retain highly qualified and effective staff consistent with district strategic plan, core beliefs of the district, and research based practice | CL2- C | E3 Tools project  E5 Case study |
| Effectively communicate in writing, speaking, listening and possess cultural literacy to communicate across groups to create and maintain an effective culture of learning. | CL3- A  CL3- B | E1 Action-based research project  E2 Development and implementation of a curriculum project |
| Empower major stakeholders through formal and informal governance structures to increase satisfaction, performance, and engagement | CL3- C | E1 Action-based research project  E5 Case study |
| Engage in effective communication with all decision makers internally and externally to operate schools on behalf of students and families | CL5- B | E1 Action-based research project |
| Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations. | SP2- 5 | E1 Action-based research project  E3 Tools project |
| Monitor students’ learning rates and levels of performance and use that information in ongoing problem solving and decision making related to the teaching and learning process. | SP2-6 | E1 Action-based research project  E2 Development and implementation of a curriculum project  E3 Tools project |
| Determine those students needing additional help regarding the intensity and likely duration of interventions, based on each student’s response to instruction across multiple tiers of intervention. | SP2- 7 | E3 Tools project  E4 Multiple measures of data project |
| Implement evidenced-based practices for use in both the special and regular education settings in the school. | SP2- 9 | E1 Action-based research project  E2 Development and implementation of a curriculum project  E4 Multiple measures of data project |
| Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities. | SP3- 8 | E1 Action-based research project  E2 Development and implementation of a curriculum project |